



Sree Narayana College of Education

(Affiliated to MG University, Approved by NCTE)

Muvattupuzha, Ernakulam Dist, Kerala, Pin - 686661

Ph: 0485 2832040, 2836188, 8138072040

Email: sncemu@gmail.com, Web: www.sncem.edu.in



KEY INDICATOR

2.4 COMPETENCY AND SKILL DEVELOPMENT

METRIC:2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

Documents showing the different activities for evolving indicated



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**Teacher made written tests essentially based on subject
Content**



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ACHIEVEMENT TEST

BASIC DETAILS

Name of the Teacher :	Maria John
Name of the School :	Ebenezer Higher Secondary School, Veetloor
Subject :	English
Standard :	VIII
Division :	A
Strength :	38
Duration :	40 minutes
Maximum Marks :	20



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DESIGN OF THE QUESTION PAPER
Weightage to Content and Curricular Objectives

SNo.	Content	Curricular Objectives	Marks	Percentage
1.	Prose Comprehension	1a, 1b, 1c, 1d	5	25%
2.	Poem Comprehension	2a, 2b, 2c	3	15%
3.	Textual Questions	3a, 3b	3	15%
4.	Discourse Writing	4a, 4b, 4c	4	20%
5.	Language / Grammatical elements	5a, 5b	5	25%
Total			20	100%

Weightage to Form of Questions

SNo.	Form of Questions	Marks	Percentage
1.	Very short answers	10	50%
2.	Short answers	6	30%
3.	Long answers	4	20%
Total		20	100%



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Weightage to difficulty level

SNo.	Difficulty level	Marks	Percentage
1.	Easy	5	25%.
2.	Average	11	55%.
3.	Difficult	4	20%.
Total		20	100%.

Blue Print

SNo:	Content	Curricular objectives	Form of Questions			Total
			VSA	SA	LA	
1.	Prose comprehension	1a, 1b, 1c, 1d	(1) ₃	(2) ₁	-	5
2.	Poem comprehension	2a, 2b, 2c	(1) ₂	(1) ₁	-	3
3.	Textual Questions	3a, 3b	-	(3) ₁	-	3
4.	Discourse Writing	4a, 4b, 4c	-	-	(4) ₁	4
5.	Language and Grammatical	5a, 5b	(1) ₅	-	-	5
Total			10	6	4	20

* Figure inside the bracket indicates marks

* Figure outside the bracket indicates number of questions.



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13/12/22

English

12th
20

Name: Liya Aneesh

Class: VIII H

Roll No: 31

I 1. The Nightingale

2. Death is a great price to pay for a rose

3. Life is very dear to all.

4. Love is better than life X

5. X

II 5. The Poetess

6. like an infant to its mother's bosom.

7. The dusty trees stood bathed in an instant. Dressed in washed green looked magnificent. The scented earth resplendent in damped glory. ~~Sacred~~

III 8. The Boy in the Story have a girlfriend ~~he~~ and his girlfriend want to dance with ~~his~~ he ~~get~~ with a red rose. He did not get red rose. ~~And~~ At last he met a bird nightingale. The Nightingale

2th thought the bird's heart is ~~A~~ the life of a man is more valuable than a bird. So the bird is ~~dying~~ singing a song and at last the bird is beating the wings and the bird is dying. So the Nightingale Sacrifice.



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IV 9:

POSTER

BOOK
OUR BEST
FRIENDS

2

The National Reading Day is
Celebrated on April - 23rd.

- 10. ~~...~~
- 11. Educational
- 12. Accidentally
- 13. Homeless
- 14. Woolen



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SCORING KEY CUM SAMPLE ANSWER SHEET

No.	Content	Sample Answers	Marks	Time
(I)	Prose Comprehension	1. Nightingale is the speaker of the following lines.	1	5 min
		2. Heart of a bird is not more valuable than a man's heart	1	
		3. Life is very dear to the nightingale & death is too much a price to pay for a red rose.	1	
		4. Life and heart of a man is more precious than the heart of a nightingale.	2	
(II)	Poem Comprehension	5. The poetess, Nalini Sharma is the speaker.	1	4 min
		6. "Wet clothes clung to my body like an infant."	1	
		7. Trees bathed in the rain, earth was scented in the glory of the rain.	1	



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(iii)	Textual Questions	<p>8.(a) Weary poet - tired - rain soothes - earth scented - dampened glory - trees rejoiced</p> <p>8.(b) Man's heart more important than the nightingale - life is more pleasurable - death is a great price to pay for a red rose.</p>	3	15 min
(iv)	Discourse Writing	<p>9.(a) National Reading Day - To read or not to read - caption - pictorial representation - taglines - catchy quotes</p> <p>9.(b) Explain your achievement - format - salutation - 'To' address - closing - name - signature.</p>	4	17 min
(v)	Language / Grammatical Elements.	<p>10)(a) Historical</p> <p>11) Educational</p> <p>12) Accidental</p> <p>13)(a) Homeless</p> <p>13)(b) Woolen</p>	1	4 min



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QUESTION WISE ANALYSIS

S. No	Content	Curricular Objectives	Form of Questions	Difficulty level	Score	Time
(1)	Prose comprehension	1a, 1b, 1c	Very short answer	Easy	1	5 min
		1a, 1b, 1c	Very short answer	Easy	1	
		1a, 1b, 1c, 1d	Short answer	Average	1	
		1a, 1b, 1c	Short answer	Average	2	
(2)	Poem Comprehension	2a, 2b	very short answer	Easy	1	4 min
		2a, 2b, 2c	very short answer	Easy	1	
		2a, 2b	Short answer	Average	1	
(3)	Textual Questions	3a, 3b	long answer	Average	3	15 min
(4)	Discourse Writing	4a, 4b, 4c	long answer	Average	4	17 min
(5)	Language / Grammatical Elements	5a, 5b	very short answer	Easy	1	4 min
		5a, 5b	very short answer	Difficult	1	
		5a, 5b	very short answer	Difficult	1	
		5a, 5b	very short answer	Difficult	1	
		5a, 5b	very short answer	Difficult	1	



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SCORE LIST

SNb	Name of the Students	(20) Achievement Test	Project(s)	Total (20)	Percentage
1.	Abhinandh. K.S.	7	3	10	50%.
2.	Abhinav J. Nair	16	4	20	80%.
3.	Abhisam Sathesh	16	3	19	76%.
4.	Ashlin Paul	5	3	8	32%.
5.	Athul Krishna	5	3	8	32%.
6.	Basil Eldho	5	3	8	32%.
7.	Binnil Baby	13	3	16	64%.
8.	Ebrahim Dadusha	13	4	17	68%.
9.	Faris Salim	7	3	10	40%.
10.	Hari Shankar	8	3	11	44%.
11.	Juan Paul Anil	13	5	18	72%.
12.	Kashinath.S	8	3	11	44%.
13.	Kevin John	13	5	18	72%.
14.	Krishnajiith Lajju	12	5	17	68%.
15.	Muhammed Amer	10	3	13	52%.
16.	Muhammed Basith	13	5	18	72%.
17.	Muhammed Mahin	13	5	18	72%.
18.	Nakul Manoj	8	3	11	44%.
19.	Narveet P.V	13	5	18	72%.
20.	Vijay Shankar	5	3	8	32%.
21.	Vivekanand	4	3	7	28%.
22.	Ananjana A.A	15	5	20	80%.
23.	Ashlami Steelumar	16	5	21	84%.
24.	Amna Anr	8	3	11	44%.
25.	Fathana.M.A	10	5	15	60%.
26.	Fidha Fathima	16	5	21	84%.
27.	Kalshani Sajesh.	11	5	16	64%.

Achievement Test Lesson Plan



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DIAGNOSTIC TEST

DIAGNOSTIC TEST

Diagnostic assessments (also known as pre-assessments) provide instructors with information about students' prior knowledge and misconceptions before beginning a learning activity and also diagnose students' strengths and areas of need. These tests provide a baseline for understanding how much learning has taken place after the learning activity is completed. Instructors usually build concepts sequentially throughout a course. A diagnostic pre-assessment provides an opportunity to determine if students remember the concepts they need. If some students don't remember important concepts, then a refresher will make the current activity more meaningful and improve learning outcomes for students.

Educators may facilitate diagnostic assessments to gauge proficiency or comprehension levels before beginning a new learning unit. The purpose of diagnostic assessments is to help identify learning gaps and provide insights into comprehension that can be addressed in future instruction. Diagnostic tests are designed to measure students' strengths, weaknesses, knowledge level and skill sets. These assessments allow the instructor to adjust the curriculum to meet the needs of current - and future - students. Hence, these tests are used to gauge where students currently stand, that is intellectually, emotionally and ideologically.

Steps of Diagnostic Test

- Purposeful planning
- Analysis of the learning material concerned
- Writing of test items



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- o Division of items into small sections
- o Provision of clear instructions.

Diagnostic Test

S. No	Name of the Pupil	QUESTIONS												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Abhinandh. K.S.	✓	✓	X	0	✓	✓	✓	P	P	X	X	X	0
2.	Abinav J. Nair	✓	✓	✓	P	✓	✓	✓	P	P	✓	✓	✓	✓
3.	Abhiram Satheesh	✓	✓	X	X	✓	✓	✓	X	P	X	0	X	0
4.	Ashlin Paul	✓	✓	0	X	✓	✓	✓	0	X	X	X	X	X
5.	Attul Krishna	✓	✓	0	0	✓	X	✓	0	0	✓	X	X	0
6.	Basil Eldho	P	✓	X	X	✓	✓	X	X	✓	X	X	X	X
7.	Binsil Baby	✓	✓	X	X	X	X	X	✓	0	0	0	0	0
8.	Ebrahim Badusha	P	✓	P	✓	✓	✓	P	P	P	X	X	X	✓
9.	Faris Salim	✓	✓	X	X	✓	✓	✓	0	P	X	X	X	X
10.	Harishankar	✓	✓	P	X	✓	X	✓	0	0	✓	X	X	P
11.	Juan Paul Anil	X	✓	P	X	✓	✓	✓	0	P	✓	✓	✓	✓
12.	Kashinath .S.	P	✓	P	X	X	✓	✓	X	P	X	X	X	X
13.	Kevin John	✓	✓	P	X	X	✓	P	P	P	✓	✓	✓	✓
14.	Krishnajiith Lajju	X	✓	✓	0	X	✓	✓	0	P	✓	✓	✓	✓
15.	Muhammed Aman	✓	✓	P	✓	X	✓	✓	P	0	✓	X	X	✓
16.	Muhammed Basith	✓	✓	0	✓	✓	✓	✓	P	P	✓	X	X	✓
17.	Muhammed Mahin	✓	✓	X	✓	X	✓	✓	P	P	✓	X	X	✓
18.	Nakul Manoj	✓	✓	0	0	✓	X	0	T	P	X	X	X	✓



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19. Navneet P.V.	✓	✓	P	O	✓	✓	✓	O	P	✓	✓	✓	✓
20. Vijay Shankar	✓	✓	P	O	O	✓	✓	O	O	X	X	X	X
21. Vivekanand	P	✓	O	O	✓	✓	X	O	O	X	X	X	X
22. Ananjana A.A.	✓	✓	✓	✓	✓	✓	✓	P	P	X	X	X	✓
23. Ashlami Seelam	✓	✓	P	✓	✓	✓	P	P	P	✓	X	X	X
24. Emira Ann	✓	✓	P	✓	✓	✓	X	P	O	X	X	X	X
25. Fathana M.A	✓	X	P	X	✓	✓	✓	P	P	X	X	X	✓
26. Fidha Fathima	✓	✓	✓	✓	✓	✓	✓	P	P	X	✓	X	✓
27. Lalshoni Sajesh	✓	✓	O	X	✓	✓	O	P	P	✓	X	X	✓
28. Liya Aneesh	✓	✓	X	O	✓	✓	✓	P	P	X	✓	X	✓
29. Salwa Sudheer	✓	✓	✓	P	✓	✓	✓	P	P	✓	✓	✓	✓
30. Sivapriya Devi	✓	✓	P	P	✓	✓	O	P	P	✓	X	X	✓
31. Sulfaath Shojahan	✓	✓	X	X	✓	✓	X	X	O	X	X	X	X

Correct answers ✓
 Wrong answers X
 Partially correct answers P
 Omission O



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CONSOLIDATION OF RESPONSES

	Question Numbers												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Number of correct responses	25	30	5	8	24	27	20	1	1	14	8	6	17
Number of wrong responses	2	1	8	12	6	4	5	4	1	16	21	24	9
Number of partially correct responses	4	0	12	3	0	0	3	17	22	0	0	0	1
Number of omissions	0	0	6	8	1	0	3	9	8	1	2	1	4

REMEDIAL MEASURES

Remedial teaching is the teaching or instructional work carried out to provide remedial measures to help the pupils to get rid of their common or specific weaknesses. Thus, depending upon the general or specific nature of the weaknesses or learning difficulties of the pupils, one has to take appropriate steps for the organization of remedial teaching for the needy pupils. Remedial teachers should design teaching activities and adopt various teaching methods to help pupils develop their potential and remove the obstacles in learning.

During the achievement test most of the students (24/32) got the answer wrong for the question related to prefix and suffix. The question demanded the students to add appropriate prefix/suffix to the given word to fill in the blanks. The achievement test was conducted for the students of class VIII and the chapters, 'First Showers,' a poem by Nalini Sharma and the short story 'The Nightingale and the Rose' by Oscar Wilde from the unit titled, 'Flowers and Showers.' During this test it was



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identified that the student had a difficulty with the prefix-suffix section. To solve this problem, proper guidance related to suffix-prefix was given to them. They were taught the right way to combine prefixes and suffixes with the root words. Hence, they were given ample practice questions to get acquainted with the concept of prefix-suffix.



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TEACHING MANUAL

Name of the Teacher : Meera John	Remedial Teaching Correcting the errors using appropriate prefixes or suffixes.
Name of the School : Ebenezer HSS, Vettloor	
Subject : English	
Standard : VIII	
Strength : 38	
Duration : 40 minutes	

Ideational Content

The best way to get acquainted with prefix-suffix is to go through a passage and identify the prefixes/suffixes added to the root words in the given passage.

Synthetic Content

Edit and add appropriate prefix/suffix to the given words in the extract.

Learning Outcomes

The learner is able to :

- identify and distinguish different prefixes & suffixes.
- identify the wrong usages of such affixes in the given extract.
- get familiar with the effect of prefix/suffix in a word and its meaning
- identify the impact of a prefix/suffix in the size, degree, limit or extent of a word.
- identify how affixes denote time or sequence.

Pre-requisites.

The learner is :

- familiar with the idea of affixation
- familiar with the different affixes.

Learning Strategies

Individual work and group work.



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Learning Aids.

ICT and Blackboard

PROCESS

RESPONSE

(I) Presentation of Examples

- 1) His pilgrimage to Mecca gave him immense pleasure.
- 2) The argument won a momentous applause.
- 3) The accidental discovery of radium has led to great advancement in the field of medicine.
- 4) His references were sarcastic.
- 5) Karun is an expert in radiology.
- 6) Anu did all the payment.
- 7) He made a historical speech.
- 8) They had high expectation about their son.
- 9) Raghav is a quarrelsome guy.
- 10) The judgement was in favour of the accused.

Pupils listened carefully to all the examples.

(II) Analysis of Examples.

The teacher asks the pupils to analyse the method of affixing prefix/suffix to the root word and asked them to identify the method of meaning change that happen to the root words.

Pupils analysed the examples carefully and observed the way of using prefixes/suffixes to the root word.



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(III) Generalisation

The teacher asks the pupils to write some words by adding prefixes and suffixes on the blackboard. The teacher then asks the students to identify prefixes / suffixes from the words given by the teacher.

Pupils wrote some words like 'problematic', 'insanity' on the blackboard and identified the affixes from the examples given by the teacher.

(IV) The Rules

The teacher asks the students to present the rules of using prefixes & suffixes along with root words in the form of a chart.

Pupils presented the rules of using prefixes & suffixes in a chart.

(V) Verification of the rules

The teacher presents some more examples for the pupils.

- o This place has a meditative (meditate) atmosphere.
- o Tharun is so judgemental (judge)
- o They had very high expectation (expect) about their new car.
- o In his boyhood (boy) he was a terror.
- o I bought a wooden (wood) chair yesterday.


Pupils gave appropriate responses to the questions and clarified their problem area.

Practice

The teacher gives some sentences and asks the pupils to fill in the blanks with appropriate words with prefixes / suffixes.

The pupils gave correct responses to the questions.





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- 1) Varun _____ (spoil) the party.
- 2) The King wanted to _____ (fact) the city against the enemies.
- 3) It was a _____ (product) day.
- 4) Shyam is a _____ (physics) by profession.
- 5) My mom is my favourite _____ (advice).

Follow up Activity

The teacher asks the pupils to identify the patterns of forming compound words.



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Observation modes for individual and group activities



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MICRO TEACHING

MICRO TEACHING MANUAL-I

Name of the student teacher: Neeraja.N.

Topic: 'A Day in the Country'

Subject: English

Session: Reteach

Standard: VIII

Time: 6 min. 30 sec.

Date: 01.12.2021

Strength: 8

Skill of Fluency in Questioning

Components of the skill

1. Grammatically correct
2. Concise
3. Relevant
4. Specific
5. Free from words or terms which are not explained earlier
6. Direct and straightforward questions.



Neeraja.N.

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TEACHER ACTIVITY	PUPIL ACTIVITY	COMPONENTS
<p>Teacher enters the class and asks some introductory questions.</p> <ul style="list-style-type: none"> • How are you? • Last day we've discussed a story, what is the title of the story? • Who is the author of the story? • Can you name the important characters of this story? 	<p>They respond</p> <p>'A Day in the Country'</p> <p>Anton Chekhov</p> <p>Terenby Fyokla Danilka</p>	<ul style="list-style-type: none"> • Direct and straightforward • Concise • Concise • Direct and straightforward • Concise • Specific • Concise • Direct and straightforward • Concise
<p>After hearing the answer, the teacher asks other questions.</p> <ul style="list-style-type: none"> • What did Terenby do when he saw the sleeping 	<ul style="list-style-type: none"> • He drew a cross over them and put some 	<ul style="list-style-type: none"> • Grammatically correct • Concise



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<p>children in the barn?</p> <ul style="list-style-type: none"> • How is Fyokla different from her brother? 	<p>bread under their heads.</p> <ul style="list-style-type: none"> • Fyokla is emotional and weaker than her brother. 	<ul style="list-style-type: none"> • Free from words or terms which are not explained earlier. • Concise • Relevant
<p>Teacher asks another set of questions to her students.</p> <ul style="list-style-type: none"> • What is the effect of rain on the ant heap? • How did Fyokla felt when she heard the thunder? • Why couldn't Danilka pull his hand out of the hole? • Do you think Terenty loves children? 	<ul style="list-style-type: none"> • It ^{was} burst open and all the ants got scattered. • Fyokla felt that something big, heavy and round was rolling over the sky. • The wood had broken at the edge of the hole and jammed Danilka's hand. • Yes, Terenty loves children. 	<ul style="list-style-type: none"> • Concise • Relevant • Grammatically correct • Free from words or terms which are not explained earlier • Relevant • Specific • Relevant • Free from words or terms which are not explained earlier. • Specific • Direct and straightforward.



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TEACHER ACTIVITY	PUPIL ACTIVITY	COMPONENTS
<ul style="list-style-type: none"> Describe the opening scene of the story? Why does Terenty ask Danilka not to touch the nightingale's nest? 	<ul style="list-style-type: none"> A storm was gathering, there was lightning, & thunder and anytime it would begin to rain. Terenty thinks that it is a sin to disturb the bird. 	<ul style="list-style-type: none"> Grammatically correct Relevant Free from words or terms which are not explained earlier Specific Direct and straight-forward. Grammatically correct.
		

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PEER ASSESSMENT

INTRODUCTION

Peer evaluation or peer assessment provides a structured learning process for teachers / students to critique and provide feedback to each other on their work. It helps them develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work. It helps an individual to take responsibility for and manage their own learning. It enable them to learn to assess and give others constructive feedback to develop lifelong assessment skills. This process of peer evaluation enhance learning through knowledge diffusion and exchange of ideas.

People can learn more from noticing each others strengths and weaknesses than they being told by the teacher, which can feed forward into judging their own work. Feedback provided by peers may also be more accessible and understandable than that provided by teachers. Peer assessment can empower students to take responsibility for and manage their own learning. It also enables students to learn to assess and give others valuable feedback. Peer-evaluation can be beneficial for our long-term teaching goals and a necessity to our professional growth.

Peer evaluation of teaching consists of the review of teaching performance by colleagues, usually in the same / or a similar discipline, with the purpose of assessing and improving the quality of teaching. Peer collaboration and review enables instructors to actively improve the quality of teaching in their own classroom



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used while instruction, management of students in the classroom, different techniques used to scaffold the meanings given in the textbook etc.

PEER EVALUATION - 1

Name of the student teacher :	Anjana Amilan
Name of the school :	Ebenezer Higher Secondary School, Veetloor
Subject :	Mathematics
Standard :	VIII
Unit :	
Topic :	Construction of Squares
Date :	4/11/2022

1) Subject Competency: The teacher on the whole was a resourceful person and had in depth knowledge in the content selected. She was also able to promote student questions in her class and expressed a great interest in clarifying their doubts. She was also able to arrange the entire content in a systematic manner.

2) Communication: The aspect of stimulus variation was present throughout the teacher's class and fluently expressed her idea about the topic with proper sound modulation. Though she wasn't audible enough to the students sitting in the back bench, she was readily available to their needs.

3) Instructional Strategies: The student teacher brought in innovative and creative instructional methods and it was appropriate to the topic. The entire session was thoroughly

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used while instruction, management of students in the classroom, different techniques used to scaffold the meanings given in the textbook etc.

PEER EVALUATION - 1

Name of the student teacher :	Arjana Amilan
Name of the school :	Ebenezer Higher Secondary School, Veetloor
Subject :	Mathematics
Standard :	VIII
Unit :	
Topic :	Construction of Squares
Date :	4/11/2022

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2) Communication: The aspect of stimulus variation was present throughout the teacher's class and fluently expressed her idea about the topic with proper sound modulation. Though she wasn't audible enough to the students sitting in the back bench, she was readily available to their needs.

3) Instructional Strategies: The student teacher brought in innovative and creative instructional methods and it was appropriate to the topic. The entire session was thoroughly



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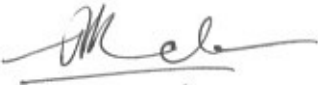
interactive and hence there was sufficient classroom interaction between the students and between the student and teacher. The entire instructional strategy adopted was her own creative energy and hence she tried to maintain the originality of the method.

4) Use of Learning Materials: The entire blackboard was utilised skillfully and systematically. The charts prepared were different and was unique and effective in the content delivery. Most of the learning materials used were appropriate to the content.

5) Class Management: The teacher was able to deliver the selected content within the stipulated time and the entire class was involved in the learning process. The activities provided by the teacher ensured maximum participation from the students. She paid individual attention to all the learners and guided them through all the activities. The entire classroom climate was jovial and co-operative.

6) Grouping Strategies: During the session, the entire class was divided into five groups and this enhanced the involvement of the students in the learning process. The teacher was very much conscious about the objectives of her teaching and hence, it was successfully attained towards the end of the class. In the beginning the students co-operated well but towards the end they were a bit distracted. Hence, the effectiveness of grouping strategy can be considered just above average.





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7) Scaffolding: The teacher made ample effort to scaffold the unfamiliar ideas in the concept and prompted the students to respond to her cues. She explained the entire thing in a simple and straightforward manner that even the slow learners can comprehend the idea easily. While scaffolding important ideas, she made attempts to quote and give examples to confirm the idea in the minds of her students. The entire process of scaffolding was exemplary.

8) Motivation: Most of the time, the teacher gave cues for the students to respond and she wholeheartedly welcomed their responses. She gave enough positive reinforcement and made several attempts to instill interest in her students. Her encouragement prompted all the students to participate in ^{all} the class activities. Individual attention and assistance was her hallmark.

9) Pupil Participation: The teacher gave sufficient activities to ensure maximum student participation and the students exhibited above average level of participation. Though they got distracted towards the end of the activity session they expressed some sort of interest & involvement at the beginning.

10) Teacher: The entire appearance and charisma created a positive environment in the classroom and her movements instilled attention among her students. Her jovial nature created a positive bond between her students and herself and throughout the session she played the role of a facilitator.



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RATING SCALE TO ASSESS THE TEACHING COMPETENCY OF PEERS

Name of the student teacher Deepa Shaji

Class and division IX A

Subject Mathematics

Directions: this scale is meant for assessing the teaching competency of peers, please go through this and indicate your assessment by a tick mark in the appropriate Column against each item

No	ASPECT	COMPONENT	EVALUATION			
			Good	Above average	Average	Needs Improvement
1	Subject competency	a Resourcefulness (in depth knowledge of the content, ability to give additional information, clarification of doubts)	✓			
		b Ability for consolidation		✓		
		c Sequential arrangement of the content	✓			
		d Linking with life situations.	✓			
2	Communication	a Stimulus Variation		✓		
		b Fluency of language	✓			
		c Voice modulation	✓			
		d Audibility	✓			
3	Instructional Strategies	a Innovation(appropriate, effective, creative)		✓		
		b Interaction(Teacher-pupil, Pupil-teacher, Pupil-Pupil)	✓			
		c Progress of lesson	✓			
		d Originality	✓			
4.	Use of learning materials	a Skillful handling(Board, other A/V aids)		✓		
		b Novelty and variety	✓			
		c Effectiveness and appropriateness		✓		
		d Proper use of ICT			✓	

Peer Assessment



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Performance tests



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CRITERIA FOR EVALUATING ART FORMS

INTRODUCTION

Art refers to the theory and physical expression of creativity found in human societies and cultures. It provides many opportunities for students to demonstrate their skills through their authentic artistic performances. It enables children to grow in confidence and learn how to think positively about themselves and learning. Art education helps make learning matter to students by giving them a medium to connect new knowledge to personal experiences and express what they have learned to others.

Today art is valued not only as a vehicle of expression. But a discipline that builds skills in observation, communication, interpretation and understanding cultural diversity. All aspects of education require significant investments that depend on a system of assessment and accountability.

The art forms are evaluated on the basis of time, costume, expressions, originality and so on. This work helped me to get an in-depth knowledge about various art forms and the criteria for evaluating them.

CRITERIA FOR EVALUATING DIFFERENT ART FORMS

1. DRAWING

Drawing is the art of producing images on a surface, usually paper by means of marks, usually of ink, graphite, chalk and crayons etc. Drawing plays a pivotal role in one's cognitive development. It can help us



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to learn to write and think creatively, develop hand eye co-ordination, tone analytic skills and conceptualise ideas. Evaluation criteria for drawing is as follows:

S.No:	Total time: 1 hour	Total mark 100%
1.	Theme: Abiding with theme	20%
2.	Composition	20%
3.	Creativity - Originality	20%
4.	Colour scheme - meet design elements	20%
5.	Neatness - finishing & detail	20%

2. DRAMA

A drama is a composition in verse or prose mostly presenting a story in pantomime or dialogues. It contains conflict of characters, particularly the ones who perform in front of audience. On the stage. Drama helps the students to develop tolerance and empathy. An actor must be able to fully inhabit the emotions and mental ideas of another soul in order to play a role completely and effectively. Evaluation criteria for drama is as follows:



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S.No:	Total time : 30 minutes	Total Marks : 100%
1.	Acting : characterization, use of voice, energy levels, movements, team-work, use of stage space	40%
2.	Fidelity to original work - originality, of the piece of work, use of language.	15%
3.	Production : Method of performance, efficient use of space, relevance of the musical track	20%
4.	Stage presentation : costumes, properties, appeal to the audience.	10%
5.	Dramatic achievement - performance, craft, level of difficulty	15%



Criteria for evaluating Art forms



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Oral assessment



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INTERVIEW SCHEDULE

A teacher has an important place not only in student life but also in every phase of life. They have all qualities which they distribute in their students. They know that not everyone has the same ability to receive, so as teacher observes all the abilities of each of their students and in the same way, they teach children. A teacher is a great dispenser of knowledge, prosperity, and light from which we can benefit greatly throughout our life.

INTERVIEW SCHEDULE

As a part of our two year BEd curriculum we were asked to do a practical to interview an eminent teacher and for that I chose to interview a teacher near to my place.

Name of the Teacher : Beena Paul
Name of the School : Bethlehem Dayara High School,
Place : Njaralloor
Date : 12th April 2023
Time : 3:30 pm.



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INTERVIEW

Question 1: Good afternoon ma'am, so shall we begin with our interview?

Answer: Yes, of course. I am ready.

Question 2: Most of the people around us had a different opinion about this profession. And still why did you choose this profession?

Answer: Since childhood I always wanted to help people and I was good at explaining difficult topics to my friends. This made me choose this as my profession. I was a great student during my childhood.

Question 3: So Ma'am you have how many years of teaching experience?

Answer: I have been working here since 1994, and I



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have 29 years of teaching experience.

Question 4 : How much do you want to know about your students in order to be most helpful to them?

Answer : I need to know a student's learning styles, passions and challenges. I should be able to administer my lessons using different strategies that suit the comprehension level of my students. It is definitely a tedious task, but only this method can be effective in my class.

Question 5 : Why do you want to work for this school?

Answer : I respect this school's belief in teaching. Their focus on academics, sports, arts, character, community and nature fit perfectly with my own philosophy. It's easier to teach well-rounded students. The best lesson plan in the world can't help a child who's struggling in all other areas of life.

Question 6 : How can you help your school and students?

Answer : She talked to several of our teachers & heard



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about their challenges with classroom management. My own classroom management skills are highly developed. I used a mix of nonverbal cues, transition cues, timeouts and several other strategies. I believe I was effective and efficient in my role.

Question 7 : What do you find most frustrating about teaching?

Answer : I get very frustrated with bright kids who become overconfident and don't apply themselves. There's nothing sadder than wasted potential. Also, messed up, untidy classroom environment also made me frustrated occasionally.

Question 8 : How would you get your classroom ready for a new student as an experienced teacher?

Answer : I want my classroom to be welcoming and nurturing. I also make the ground rules obvious. Engaging charts, activities, and other visual aids help create a sense of excitement in children. So, these are my strategies.



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Question 9 : How do you evaluate your students?

Answer : I evaluate students with formal & informal methods, including quizzes and tests. By working close to the students, ^{has} helped me a lot to uncover their undiagnosed problems. And mostly I try not to intimidate my students in front of their peers.

Question 10 : What's your biggest weakness as a teacher?

Answer : For me it's my temper. I am short-tempered and this has affected my classroom environment at times.

Question 11 : What is your teaching style?

Answer : I believe when students are challenged with realistic goals and given the support they need not to just get the answers right but to be able to use those lessons to solve future problems on their own, everyone comes out on top. I think, that as a teacher, it's my job to support my students through the lesson I give, but also through the various challenges they may face at school, and to partner



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with them as well as other support systems to help them feel motivated, comfortable & happy in the classroom.

Question 12: How would you handle a student you found difficult to teach?

Answer: For me, the first step is always to pull them aside and talk about their status & problem privately. I'll analyse my student's attitude and behaviour through this and then I'll try to work with them to come up with a solution.

Question 13: What is your greatest professional accomplishment?

Answer: For me the greatest accomplishment as a teacher is the love and respect from our students. The tearful goodbyes that they give to us once they leave the school. It makes me proud and happy to know that I was absolutely successful as a teacher and as a person.

Question 14: What is your valuable suggestion to the budding teachers?



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Answer : I would definitely like to tell them to be compassionate to their students. The people sitting before you are not passive listeners ^{rather} they are active creators who are capable of many great things. Believe in them and their talents.

"Thank You Ma'am for your valuable time."

REPORT

The two year B.Ed programme had prescribed the student teachers to conduct an interview with an eminent teacher. This is part of the paper EDU 404-1. For the same I got in touch with a teacher of Bethlehem Dayasa High School, Njiralloor. She is Beena Paul, a teacher with 29 years of teaching experience. She was a totally different teacher with wider perspectives about life, and professionally sound. Her words helped me to inculcate new ideas about teaching-learning and throughout our conversation she was trying to prove that a teacher is always a persistent learner.


Criteria for evaluating art forms



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COMMUNICATIVE ENGLISH VIVA

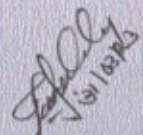
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Approved by the NCTE, Affiliated to Mahatma Gandhi University, Kottayam and
accredited by the NAAC with grade B.

EDU 404.5 Communicative English
Internal Test - Oral - March 2023
SCORE SHEET

Name: *Aith Kuman*
Permanent Registration Number (PRN): *210240111909*

Sl. No.	Evaluation Criteria	Score
1.	Pronunciation	B
2.	Presentation of Idea	A
3.	Arrangement of Content	B
4.	Stress, Pause	A
5.	Voice Modulation	A
6.	Fluency	B

Remarks: *9/10*


Professor/ Lecturer

Communicative English Oral Assessment score sheet No.1





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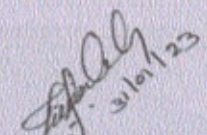
EDU 404.5 Communicative English
Internal Test - Oral - March 2023
SCORE SHEET

Name: Aleena Mathew

Permanent Registration Number (PRN): 21324011920

Sl. No.	Evaluation Criteria	Score
1.	Pronunciation	B
2.	Presentation of Idea	A
3.	Arrangement of Content	B
4.	Stress, Pause	A
5.	Voice Modulation	A
6.	Fluency	B

Remarks: 9/10


Professor/Lecturer

Communicative English Oral Assessment score sheet No.2




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Communicative English Oral Assessment image No.1



Communicative English Oral Assessment image No.2



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Rating Scales



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SELF ASSESSMENT

INTRODUCTION

Self-assessment provides students with an opportunity to self-evaluate, or make judgements about their learning process and products of learning, based on criteria that they have agreed on with their instructor. A self-assessment tool help students judge their own abilities and performance, and become self-regulated learners. Self-assessment skills will help them in their professional careers after they graduate, by teaching them to regulate their own performance. As they learn, most students are already informally evaluating their own work and giving themselves feedback. For example, by proof-reading an assignment before handing it in, and making changes to improve it, students are assessing their work. Despite its importance in the learning process, self-assessment is not a skill that is explicitly taught in the classroom. However, by building self-assessment components more intentionally into the classroom, instructors can encourage and empower students to assess themselves more effectively.

Self-assessment can play a dual role for the student, to both assess the end product, or outcomes of their learning and also the process of learning. Here, the self-assessment procedure also helps to assess the effectiveness of teaching and the teacher can make necessary changes in his teaching strategies. Scope for improvement in the field of teaching is also an important objective of self-assessment. Self-assessment is definitely a way of encouraging children to evaluate and assess their own learning. It is similar to peer-assessment but instead of giving feedback to a partner, pupils give feedback to



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themselves. The advantage of teaching children to self-assess their work is that they have to think about what they've done well and what they could do better next time. It's extremely important for children because it allows them to reflect on their own work in order to improve and develop it further. Self-assessment encourages pupils to reflect and look at where they went wrong in order to help them improve for the future. Not only that, it's a fantastic way to encourage children to improve their own efforts and empower them to take control of their own learning. Hence, self-assessment promotes learner autonomy and confidence.

NEED AND SIGNIFICANCE

Using self-assessment as an additional form of assessment for learning is a great way of promoting reflection and responsibility for learning. Get it right and self-assessment can help young people to develop into independent learners. There are several advantages of using self-assessment in our classroom. It helps us to check the understanding of our students. It helps the students to get an insight into their actual comprehension. It promotes independence; no matter what level, subject/topic, encourage pupils to identify improvements whilst recognizing what they've done well. Self-assessment consolidates learning hence this helps to remove misconceptions and demonstrate new learning. Self-assessment promotes evaluative skills. This is a higher order thinking skill which will help them make evaluative judgements. It will also increase engagement. By giving pupils ownership of their learning you're giving them the opportunity to become more engaged with their learning.

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process. And by actively engaging with what's good/bad about a particular response pupils will have to think much deeper about the criteria used to assess them for that task. In doing so, this can help them to understand much better how to make progress in a specific area.

Self-assessment also plays an important role in teaching; how to teach and what to teach and what we can do to improve our teaching outcomes. It gives us an opportunity to reflect on our work, processes and teaching style. We get an opportunity to identify gaps in our knowledge, skill and achieve deeper understanding about the effectiveness of our teaching.

SELF ASSESSMENT TOOLS

A self-assessment tool is a test, method or activity that can help individuals gather information for self-evaluation. People often design these materials using psychological and sociological research on an individual's teaching / learning process. Individuals can take different tests at the same time to better understand themselves from several alternative perspectives. Equipping yourself with this information allows you to incorporate your learning into future situations, whether that be groups in classes, externships, internships, sports teams, future / current jobs, or social situations. Some most common self-assessment tools include checklist, rubrics, reflections, open-ended questions etc. help the teachers to analyse the pitfalls in their teaching style and in their students' learning style.



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PREPARATION AND ADMINISTRATION OF SELF ASSESSMENT TOOL

As a part of our two year BED curriculum, the student-teachers are to undergo an internship programme for sixteen weeks. During this period, the student-teachers are asked to conduct a self-assessment session using a preplanned tool. Here, they are asked to prepare a tool of fifteen test items and have to prepare a five point rating scale. Initially, the educator gave us ample instructions about the preparation of the tool and its administration among school children. With the help of the educators, we prepared a five point scale of fifteen statements as test items to assess the performance of our students as well as our ^{own} teaching competency.

The self assessment tool was administered among the students of VIIIth grade in Ebenezer HSS, Veetoor and the assessment was carried out based on a particular poem, titled as 'First Showers' which is a part of Unit IV in the second volume of their English textbook. As the title of the unit was 'Flowers and Showers', the entire tool was based on the themes and predominant ideas related to nature and its elements. The tool comprised of fifteen statements covering various aspects of the poem like themes, rhythm, pronunciation by the teacher, purpose of the poem, rhyme scheme, poetic devices, vocabulary and author etc. We made use of a five point rating scale, denoting the rating as, strongly agree, agree, neutral, disagree and strongly disagree respectively.

The self assessment tool was administered to students





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of class VIII and the tool was provided to each student to mark their subjective responses. The tool was distributed to all the students who were present and then I asked them to put a rating to each test item. In between, I helped them with the meaning and intention behind each test item / statement to make the response more accurate and valid. Then they are asked to put a tick mark (✓) against their rating on the appropriate column provided against each statement. All of my ^{students} responded to the statements in a straightforward and genuine manner and hence, the data was collected from my students for further explanation and interpretation.

ANALYSIS AND INTERPRETATION

After the administration of the given self assessment tool, all the responses were collected and each of the respondent was awarded a score respective to their response. Based on these scores they can be divided into three different categories; namely, above average, average and below average.

S. No	Range	Position
1.	66-75	Above average
2.	56-65	Average
3.	46-55	Below average



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According to the three different categories formulated, the entire group of 30 respondents can be categorized as follows :-

Below average	Average	Above average
Muhammed Basith	Basil Eldho	Abhinendh K.R
Navneet P.V	Ebrahim Badusha	Abhinav .J.
Ananjana	Faiz Sahim	Abhiram Sathesh
Andriya Biju	Jofin Johnson	Ashlin Paul
Ashtami	Juan Paul Anil	Devakrishnan
Lakshmi Sajesh	Krishnajith Lajju	Kashinath .S
Sivapriyadevi	Muhammed Aman	Nakul Manoj
	Vivek Mathu	Vijay Shankar
	Emina Ann	Fachana M-A
	Liya Aneesh	Fidha Fathima
	Sulfath Shajahan	Salwa Sudheer
		Swetha Susan
7	11	12

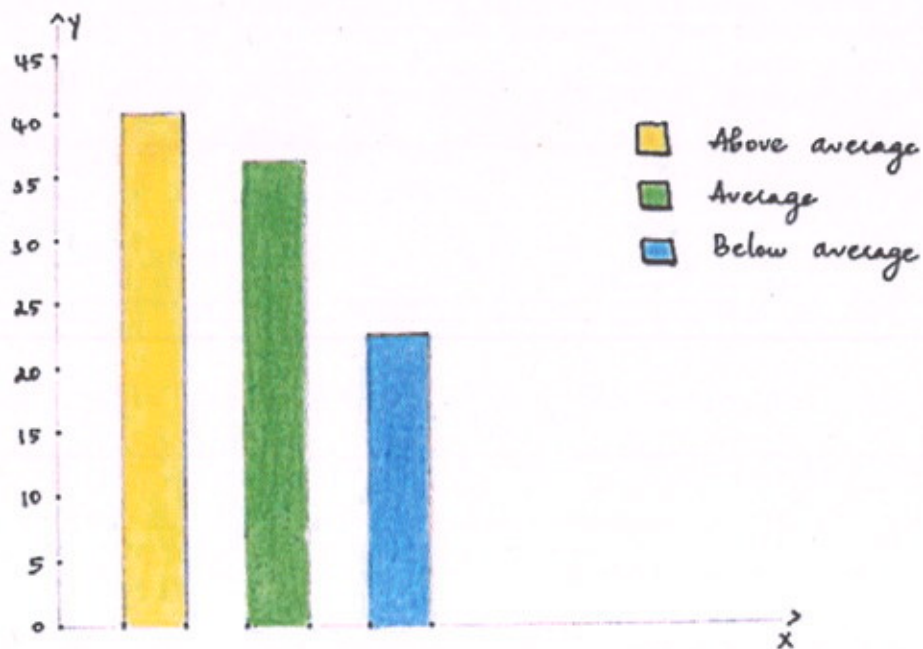
From the above table it is evident that the range, 'above average' is higher than the other two ranges. Now, the percentage of students belonging to each category was calculated using the formulae:

$$\% = \frac{\text{Number of pupils in the category}}{\text{Total number of pupils responded}} \times 100$$

The percentage of students belonging to each category is as follows :-







INTERPRETATION OF THE STATEMENTS

This self assessment procedure gave the students an opportunity to assess, evaluate and make judgements about their own performance. The entire self assessment procedure was administered to a whole class at the same time and the test items or statements in the tool were based on the poem, 'First Showers' written by Nalini Sharma. The fifteen statements in the tool were solely based on the various aspects of this particular poem. Most of the statements tested the comprehension of the respondents.

Majority of the students responded to the first test item as they are able to read the poem with proper pronunciation and rhythm. They were able to identify the key ideas and themes in the poem. With others, who were not able to do that by themselves were able to do that with the help of the teacher and their peers.



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Most of the respondents were able to identify the narrative voice in the poem and for others a brief summarization of the poem would once again reinstate the idea of narrative voice and who is the poetic persona. When it comes to the feel and thought of the respondents, only a very few were able to think out of the box and see the subject in a different way. A majority of the respondents were able to identify the themes that are central to the poem. For some the idea wasn't clear, & for them a projection of a video or the use of any alternate teaching aids can improve their understanding about the poem. Many of the students exhibited some sort of reluctance to show their stance and make their opinion and ideas; this can be eliminated by exposing the students with such brainstorming and engaging discussion sessions. Followed by this, their expression of creative and critical thinking was also limited, this can be reduced by making them think out of the box. The teacher can facilitate situations that prompt the students to think differently. But when it comes to the rhyme scheme and rhythm, most of them were able to grasp the idea of rhyming words. Though they got the idea of poetic devices, they were not able to identify the poetic devices properly. The teacher can provide the students with ample activities to make them thorough with the idea of poetic devices and its examples. The discourse writing was really great for them, but it lacked proper structure and accuracy. But, the vocabulary games and other language games made them really attentive in the class. But some of them found it a bit difficult to follow the pronunciation and meaning.



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APPENDIX

S.No.	Name of the Student	Marks
1.	Abhinandh K.R	66
2.	Abhinav . J. Nair	67
3.	Abhisam Sotheesh	66
4.	Ashlin Paul	70
5.	Basil Eldho	56
6.	Devakrishnan A.S	67
7.	Ebrahim Badusha	62
8.	Faris Salim	62
9.	Jofin Johnson	61
10.	Juan Paul Amel	54
11.	Kashinath . S	66
12.	Krishnajiith Laju	60
13.	Muhammed Aman	58
14.	Muhammed Basith	55
15.	Nakul Manoj	66
16.	Narveet P.V	54
17.	Vijay Shankar	71
18.	Vivek Madhu	62
19.	Amanjana	55
20.	Andilya Biju	55
21.	Ashami Sreekumar	50
22.	Emina Ann	64
23.	Fathana M.A	69
24.	Fidha Fathima	72
25.	Lakshmi Sajesh	52
26.	Liya Anesh	63
27.	Sivapriyadevi N.S	55



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of the unfamiliar and new words. This can be improved by engaging the students in more vocabulary and language games. The preparation of the profile of the author was also a bit tedious for them and this can be improved by making them aware of the format of writing an author profile.

CONCLUSION

As a part of our two year BED curriculum, the student-teachers need to prepare a self-evaluation tool and I prepared the tool to be administered among the students of standard VIII of Ebenezer Higher Secondary School, Veethoor and the test was based on the lesson 'First Showers' by Nalini Sharma prescribed in the second volume of the English textbook of class VIII.

The entire self evaluation was based on the preplanned self evaluation tool and hence it gave me a structured and systematic idea about the whole procedure. It gave me an engaging experience to evaluate my students as well as my own performance. It also gave me an idea about the competencies of my students and also gave me an opportunity to assess the weaker students and their judgement about my teaching. I thoroughly enjoyed the whole process.

SUGGESTIONS

- Try to use different teaching aids to instill in-depth ideas about the chapter
- Try to improve scaffolding techniques according to the context.
- Try to include more language games.



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28.	Salwa Sudheer	67
29.	Sulfath Shajahan	63
30.	Luvtha Susan	71





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Self-Assessment Tool

Abhinandh kr
8.14

Name of the student:
Class:

SNo.	I am able to:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1)	Read the poem with correct pronunciation and rhythm.		✓			
2)	Identify the key ideas in the poem.	✓				
3)	Identify the purpose of the poem.		✓			
4)	Identify the narrative voice in the poem.	✓				
5)	Think, feel and see the subject in a new way.	✓				
6)	Identify the themes in the poem.		✓			
7)	Express my opinion and ideas with my friends.		✓			
8)	Connect the ideas with nature and man.	✓				
9)	Enhance my creative and critical thinking.			✓		
10)	Identify the rhyming scheme.	✓				
11)	Gather ideas on poetic craft and poetic devices.		✓			
12)	Write a poem of the same theme.		✓			
13)	Engage in language games with confidence.	✓				
14)	Enrich the vocabulary.	✓				
15)	Prepare a profile of the author.		✓			




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FARIS SALIM

Self-Assessment Tool

VIII IT

Name of the student:

Class:

SNo.	I am able to:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1)	Read the poem with correct pronunciation and rhythm.		✓			
2)	Identify the key ideas in the poem.	✓				
3)	Identify the purpose of the poem.			✓		
4)	Identify the narrative voice in the poem.	✓				
5)	Think, feel and see the subject in a new way.		✓			
6)	Identify the themes in the poem.			✓		
7)	Express my opinion and ideas with my friends.	✓				
8)	Connect the ideas with nature and man.		✓			
9)	Enhance my creative and critical thinking.	✓				
10)	Identify the rhyming scheme.			✓		
11)	Gather ideas on poetic craft and poetic devices.		✓			
12)	Write a poem of the same theme.	✓				
13)	Engage in language games with confidence.	✓				
14)	Enrich the vocabulary.			✓		
15)	Prepare a profile of the author.	✓				

Self - Assessment Tool No.1



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PEER ASSESSMENT

INTRODUCTION

Peer evaluation or peer assessment provides a structured learning process for teachers / students to critique and provide feedback to each other on their work. It helps them develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work. It helps an individual to take responsibility for and manage their own learning. It enable them to learn to assess and give others constructive feedback to develop lifelong assessment skills. This process of peer evaluation enhance learning through knowledge diffusion and exchange of ideas.

People can learn more from noticing each other's strengths and weaknesses than either being told by the teacher, which can feed forward into judging their own work. Feedback provided by peers may also be more accessible and understandable than that provided by teachers. Peer assessment can empower students to take responsibility for and manage their own learning. It also enables students to learn to assess and give others valuable feedback. Peer-evaluation can be beneficial for our long-term teaching goals and a necessity to our professional growth.

Peer evaluation of teaching consists of the review of teaching performance by colleagues, usually in the same / or a similar discipline, with the purpose of assessing and improving the quality of teaching. Peer collaboration and review enables instructors to actively improve the quality of teaching in their own classroom

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and in their department. Formative reviews are intended to develop or improve teaching. It should be intended for the personal use of the observed instructor. Regular conversation among colleagues about teaching should be a hallmark of every departments / schools culture & formative peer review should be designed in every academic fields.

As part of one two year BEd programme, we had to evaluate the teaching of one peer (student-teachers) during the internship programme (semester 2). With the help of a preplanned rubric and tool we analysed the student-teachers whole performance in her classroom.

NEED AND SIGNIFICANCE OF PEER EVALUATION

Peer assessment is an effective tool to impart quality learning /teaching in the classroom. We make rubric and precise observations about the teaching of our peers. It helps us to identify our strengths & weaknesses and help us to find the areas that require improvement.

Peer assessment in a way increases the sense of community building and feelings among colleagues. It helps us to develop social networks and allows a communication among peers. Hence provide a scope for blended learning. Peer evaluation could help us increase our engagement in the process of teaching. It can save teacher time in giving feedback in formative situations. Practice with understanding and applying various ways of giving constructive feedback is vital, otherwise

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students' feedback on their peers' work is less likely to be useful. It is important that feedback is reciprocal and a constructive feedback culture is facilitated. Student teachers can easily become disillusioned if they spend time on feedback and receive poor or minimal feedback in return. While listening to other mistakes from the same age group of teachers help them to identify their own mistakes. Peer evaluation impart impactful learning experience in the classroom. It makes us alert and aware while finding out the loopholes or mistakes in other person's performance.

ANALYSIS AND INTERPRETATION

As part of our two year BEd programme we had to evaluate the teaching competency of our fellow student teachers. The internship programme of semester 3 demands this peer evaluation to be conducted in our respective schools. Here, I got an opportunity to evaluate, analyse and observe the classes of two of my peers. Firstly I observed the class of my peer Anjana Anilar from Mathematics pedagogy. She dealt with the portion 'Construction of Squares' in class eight. Secondly, I observed the class of Avinash Vinod from Social Science pedagogy. His class was based on the 'Life of Aryans' prescribed for class VIII students.

The entire peer evaluation procedure should be preplanned based on a set of criteria for evaluation. A four point rating scale was used to assess the performance of the student teacher. The tool highlights various aspects like communication skill, subject competency, strategies



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used while instruction, management of students in the classroom, different techniques used to scaffold the meanings given in the textbook etc.

PEER EVALUATION - 1

Name of the student teacher :	Anjana Anilam
Name of the school :	Ebenezer Higher Secondary School, Veetloor
Subject :	Mathematics
Standard :	VIII
Unit :	
Topic :	Construction of Squares
Date :	4/11/2022

- 1) **Subject Competency**: The teacher on the whole was a resourceful person and had in depth knowledge in the content selected. She was also able to promote student questions in her class and expressed a great interest in clarifying their doubts. She was also able to arrange the entire content in a systematic manner.
- 2) **Communication**: The aspect of stimulus variation was present throughout the teacher's class and fluently expressed her idea about the topic with proper sound modulation. Though she wasn't audible enough to the students sitting in the back bench, she was readily available to their needs.
- 3) **Instructional Strategies**: The student teacher brought in innovative and creative instructional methods and it was appropriate to the topic. The entire session was thoroughly

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interactive and hence there was sufficient classroom interaction between the students and between the student and teacher. The entire instructional strategy adopted was her own creative energy and hence she tried to maintain the originality of the method.

4) Use of Learning Materials: The entire blackboard was utilised skillfully and systematically. The charts prepared were different and was unique and effective in the content delivery. Most of the learning materials used were appropriate to the content.

5) Class Management: The teacher was able to deliver the selected content within the stipulated time and the entire class was involved in the learning process. The activities provided by the teacher ensured maximum participation from the students. She paid individual attention to all the learners and guided them through all the activities. The entire classroom climate was jovial and co-operative.

6) Grouping Strategies: During the session, the entire class was divided into five groups and this enhanced the involvement of the students in the learning process. The teacher was very much conscious about the objectives of her teaching and hence, it was successfully attained towards the end of the class. In the beginning the students co-operated well but towards the end they were a bit distracted. Hence, the effectiveness of grouping strategy can be considered just above average.



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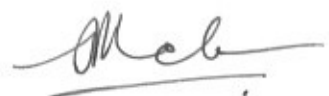
7) Scaffolding: The teacher made ample effort to scaffold the unfamiliar ideas in the concept and prompted the students to respond to her cues. She explained the entire thing in a simple and straightforward manner that even the slow learner can comprehend the idea easily. While scaffolding important ideas, she made attempts to quote and cite examples to confirm the idea in the minds of her students. The entire process of scaffolding was exemplary.

8) Motivation: Most of the time, the teacher gave cues for the students to respond and she wholeheartedly welcomed their responses. She gave enough positive reinforcement and made several attempts to instill interest in her students. Her encouragement prompted all the students to participate in ^{all} the class activities. Individual attention and assistance was her hallmark.

9) Pupil Participation: The teacher gave sufficient activities to ensure maximum student participation and the students exhibited above average level of participation. Though they got distracted towards the end of the activity session they expressed some sort of interest & involvement at the beginning.

10) Teacher: The entire appearance and charisma created a positive environment in the classroom and her movements instilled attention among her students. Her jovial nature created a positive bond between her students and herself and throughout the session she played the role of a facilitator.





CONCLUSION

The entire process of peer assessment and evaluation impart an impactful learning experience in the classroom. It enables the teacher to be aware of the loopholes or mistakes in one's teaching / learning style. Here, this kind of evaluation gives feedback on all negative and positive aspects of one's performance and provides us an opportunity to learn from our mistakes. The entire procedure in a way helped me to evaluate and critically analyse the performance of my peers. This has also enabled me to identify the problems in my own teaching by referring to my peers' performance. I conducted the entire peer evaluation procedure by closely observing the teaching of two of my peers, Anjana Anilar and Arinash Vinod. Both of them were serious about their task and articulated it really well. This practical has helped all of us to improve our understanding about content delivery in its various styles. I adopted certain elements from their teaching styles and both of them were also benefited from this evaluation. The entire procedure was really interesting and engaging and had a great time listening to my peers.

10/11/22



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RATING SCALES



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RATING SCALE TO ASSESS THE TEACHING COMPETENCY OF PEERS

NAME OF THE STUDENT TEACHER : ANJANA ANILAN
 CLASS AND DIVISION : VIII - J
 SUBJECT : MATHEMATICS

Directions : This scale is meant for assessing the teaching competency of peers, please go through this and indicate your assessment by a tick mark in the appropriate columns against each item.

NO	ASPECT		COMPONENT	EVALUATION			
				Good	Above average	Average	Need improvement
1	Subject competency	a	Resourcefulness (in depth knowledge of the content, ability to give additional information, clarification of doubts)	✓			
		b	Ability for consolidation		✓		
		c	Sequential arrangement of the content	✓			
		d	Linking with life situations			✓	
2	Communication	a	Stimulus variation	✓			
		b	Fluency of language		✓		
		c	Voice modulation		✓		
		d	Audibility			✓	
3	Instructional Strategies	a	Innovation (appropriate, effective, creative.)	✓			
		b	Interactions (Teacher-Pupil, Pupil-Teacher, Pupil-Pupil)	✓			
		c	Progress of lesson		✓		
		d	Originality	✓			
4	Use of learning Materials	a	Skillful handling (board, other A/V aids)	✓			
		b	Novelty and Variety	✓			
		c	Effectiveness		✓		
		d	Appropriateness		✓		
5	Class management	a	Time management		✓		
		b	Active participation of all members		✓		
		c	Guided activity (Individual/group)	✓			
		d	Classroom climate	✓			
6	Grouping strategies	a	Grouping techniques		✓		
		b	Effectiveness		✓		
		c	Development of social skills		✓		
		d	Realization of objectives	✓			



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7	Scaffolding	a	Prompting	✓			
		b	Giving cues	✓			
		c	Modifying task		✓		
		d	Teacher explanation	✓			
8	Motivation	a	Use of reinforcement	✓			
		b	Attempts to develop interest in the student	✓			
		c	Encouragement of student participation	✓			
		d	Individual assistance	✓			
9	Pupil participation	a	Pupil activity		✓		
		b	Pupil sharing		✓		
		c	Exhibit of artifacts			✓	
		d	Pupil reflection			✓	
10	Teacher	a	Appearance	✓			
		b	Movements	✓			
		c	Teacher-Pupil relationship	✓			
		d	Teacher as a facilitator	✓			

Name of the supervising student teacher : MEERA JOHN

Optional subject : ENGLISH

Signature : _____

Rating Scale to assess the teaching competency of peers



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